

TECHNIQUE OF TEACHING WRITING FOR STUDENTS OF SMPN 1 WIDODARENIN: A DESCRIPTIVE STUDY

ARTICLE

Submitted to the Department of Languages Studies
Graduate School of Universitas Muhammadiyah Surakarta
In partial fulfillment of the requirements for
The degree of Master of Education



by
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**DEPARTMENT OF LANGUAGE STUDIES
GRADUATE SCHOOL
UNIVERSITY MUHAMMADIYAH SURAKARTA
2017**

APPROVAL

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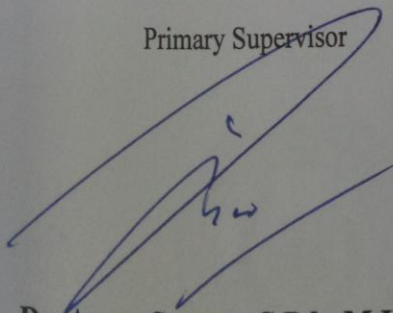
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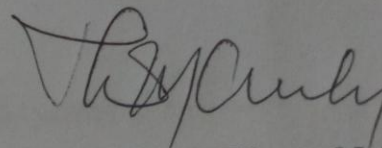
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Mauliyah Halwat Hikmat, M.A., Ph.D.

APPROVAL

A DESCRIPTIVE STUDY ON THE TECHNIQUE OF TEACHING WRITING FOR THE EIGHTH GRADE STUDENTS OF SMPN 1 WIDODAREN, NGAWI IN 2016/2017 ACADEMIC YEAR

by
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has been examined by the board of examiners of Magister in Language Studies,
Graduate School, Universitas Muhammadiyah Surakarta on Wednesday,
December 6th, 2017.

The board of examiners certify that the thesis is eligible for submission.

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STATEMENT OF AUTHORSHIP

I heriby confirm that the thesis entitle “A Descriptive Study on the Technique of Teaching Writing for the Eighth Grade Students of SMPN 1 Widodaren, Ngawi in 2016/2017 Academic Year” is original and authentic work written by myself and it has satisfied the rules and regulations of Universitas Muhammadiyah Surakarta with respect to plagiarism. I certify that all quotations and the resources of information have been fully referred and acknowledged accordingly.

I confirm that the thesis has not been submitted for the award of any previous degree in any tertiary institutions in Indonesia or abroad.

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TECHNIQUE OF TEACHING WRITING FOR STUDENTS OF SMPN 1 WIDODARENIN: A DESCRIPTIVE STUDY

Abstract

Technique is classroom practice done by the teacher when presenting a language program. It is believed that a teacher in teaching learning activities using some techniques it will be successful and gives a good result. The type of this research is descriptive qualitative research. The primary data are the answers to the document and field notes of interview and observation result. This research focuses on the questions problems statement such as: the techniques, the purposes, the problems faced by the teachers, the solutions of the teachers, the teachers' roles and students' roles. The techniques used by the Teacher at SMP N 1 Widodaren in teaching writing activities are drilling, discussion, games. The purpose of the teachers using these techniques are to improve enthusiasm and interest of the students' in writing English. The teacher does not only teach the students but also gives motivations to the students in the classroom. The roles of teachers at SMP N 1 Widodaren are controller, observer, corrector, prompter, resource and assessor. The students' roles in speaking activities at SMP N 1 Widodaren are the learner as monitor and evaluator for his or her own progress.

Keywords: *techniques, writing, and descriptive qualitative*

Teknik merupakan praktek di dalam kelas yang dilakukan oleh guru ketika pembelajaran bahasa. Hal ini dipercaya bahwa jika guru menggunakan beberapa teknik yang tepat dalam mengajar di dalam kelas akan memberikan hasil yang memuaskan. Penelitian ini menggunakan bentuk deskriptif kualitatif. Sumber data diambil dari hasil penelitian, hasil observasi dan interview. Peneliti fokus terhadap pertanyaan dalam permasalahan, seperti; teknik, tujuan, masalah yang timbul, solusi, peran guru dan peran murid di SMP N 1 Widodaren. Teknik yang digunakan oleh guru di SMP N 1 Widodaren dalam mengajar menulis adalah drilling, discussion, dan game. Tujuannya adalah untuk meningkatkan semangat dan belajar siswa dalam belajar bahasa Inggris. Guru tidak hanya mengajar di dalam kelas tetapi juga memotivasi siswa untuk jadi yang lebih baik. Peran guru di SMP N 1 Widodaren adalah sebagai controller, pengamat, pengoreksi, memberi klu, sumber ilmu dan penilai siswa di dalam kelas. Peran siswa di SMP N 1 Widodaren adalah sebagai pengamat materi pembelajaran dan penilai/pengukur diri sendiri.

Kata kunci; *teknik, berbicara, dan deskriptif kualitatif*

A. INTRODUCTION

Technique is a particular trick, strategy, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well” (Anthony in Fauziati, 2009: 17). Thus, technique encompasses the actual moment-to-moment practices and behaviors that operate in teaching a language according to a particular method. In other words, technique is classroom practices done by the teacher when presenting a language program. This is the way the classroom activities are integrated into lessons and used as the basis for teaching and learning.

According to Edward Anthony (2001) an approach is a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. Approach is level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about taught, and the order in which the content will be presented; techniques is the level in which classroom procedures are described. So, it means that approach are fuzzy and hard to define because they are broad in nature. An example of an approach that leads to a method would be the philosophies of scholasticism , faculty of psychology and etc. Each of these philosophies encourage the development of the mind in the law of a muscle. Train the brain and a person would be able to do many different things. These philosophies have impacted some methods of language teaching learning. A method is an application of an approach in the context of language

teaching and learning. The examples of methods are grammar-translation method, suggestopedia, silent way, CLL, TPR and Direct Method.

A technique is a single activity that comes from a method. Any one of the steps of the procedure list above qualifies as a technique. Naturally, various methods employ various techniques. The examples of techniques are role play, discussion, problem solving, drilling and games. Language teaching involves approaches that lead to methods, methods that are broken down into techniques. Understanding how these concepts interrelate can help a teacher know the reasons behind their choices in how they choose to teach.

The development of science and technology in the world forces Indonesian government to increase the quality of education. One of the ways to improve the quality of education is by making English as one of the main subjects taught formally from elementary schools to a higher education. The purpose of teaching and learning English is that the students are able to analyze and comprehend English skills and maintain a good written and oral communication as well. Halliday in Nunan (2001:85) states that there are some features which distinguish oral from written communication. It is sometimes suggested that spoken language is simpler than written one; that is, it is less structured. However, speech is no less structured or complex than writing. Transcriptions of spoken language look less structured because they represent “unedited” language. The teaching of English has been adapted to the curriculum by which big proportion of school hours given to the teaching and learning such this language has been regarded to enabling students to have competence in skill of English including listening, speaking,

reading, and writing. Writing is a process to express feelings, experience, ideas and thoughts. Langan (2001 : 137) mentions that expressing thought in writing is a complex subject because it involves the thought of ideas to write, coherence and cohesion of the text, spelling, grammar, and punctuation, etc. Writing is a transforming process of thought into language, it means that the writer should think the content of writing first and then arrange the ideas using appropriate language (grammar and vocabulary) into a paragraph and consequently, organizational skills in writing also should be learned. It is really so hard to combine one sentence with other sentences to be a good paragraph writing.

Writing is felt difficult by students. There are some reasons why writing is considered difficult. One of them lies in Indonesian culture, which traditionally uses a lot of spoken language so that writing is not a way of expressing oneself. Furthermore, the tasks of writing will become more difficult when they have to write in a foreign language, like English. These difficulties are felt by junior high school students. The difficulty lies mostly on the requirements to combine sentences into paragraphs and paragraphs in well-organized compositions. Besides that, the students have to pay attention on correct structure and word order as well.

The eight grade students in SMPN 1 Widodaren has of nine classes, namely VIII A, VIII B, VIII C, VIII D, VIII E, VIII F, VIII G, VIII H, VIII I Class. The students are classified based on the average and then they placed into the good class. However in the teaching-learning process, the researcher still found that there are many problems dealing with students' ability in writing. It is

indicated by their low score of the writing lesson. So the researcher intends to make a better condition in teaching and learning process on improving writing ability at the eight grade students of SMP N 1 Widodaren. They need guidance about what to write and how to write in English composition systematically. One of the writing materials for students of SMP N 1 Widodaren at eight grade is descriptive text. The teachers use some techniques in teaching English. They select and apply the appropriate approach and learning technique which suitable with the condition of students of SMP N 1 Widodaren, as a good school in Widodaren which has students with high achievement in the academic or non academic side as its output. It can be proved from the score result in the national examination and also that there are many students to be winner in competitions.

For creating an effective teaching a good technique must be adopted by a teacher. A teacher has many options when choosing a style to teach. When deciding what teaching technique to be used, a teacher will need to consider students' background knowledge, environment, and learning goals. The teacher give a good guidance about what to write and how to write in English composition systematically. The teacher select and apply an appropriate technique which suitable with the conditions of eight grade students of SMP N 1 Widodaren.

The aims of this research are to describe : (1) the techniques implemented in teaching writing to the eighth grade students of SMP N 1 Widodaren, (2) the purposes of each technique in teaching writing to the eighth grade students of SMP N 1 Widodaren, (3) the problems faced by the teachers, (4) the solutions

used by teachers in solving the problem, (5) the teachers' tasks in teaching writing, (6) the students tasks in teaching writing.

B. RESEARCH METHOD

Descriptive qualitative research is type of this research. The writer does not use statistical analysis, but researcher only describes instructional design in teaching English. It is qualitative since portrays the English teaching process without any statistic procedure. It investigates the way the teachers teach and whether they apply certain learning principles during the teaching learning process. This research also portrays why or for what purpose the teachers use such classroom activities.

The type of this research is descriptive qualitative research. Descriptive research means to describe systematically a situation or area of interest factually and accurately (Isaac et.al,1987:42), while qualitative means nothing is dealt with numbers (Hadi, 2004). The researcher serves the real activities done by the teachers and the students at the classroom of SMP N 1 Widodaren. The setting of the research is SMP N 1 Widodaren, Ngawi, East Java located at Jl.Srimulya No. 47 Walikukun, Walikukun, *Widodaren, Ngawi* East Java. The subject of this research is the English teachers and the students of SMP N 1 Widodaren. The total of students is 100 consisting 50 male and 50 female students. The object of this research is the activities of the teacher and students in the classroom in line with technique of teaching. This study is conducted at SMP N 1 Widodaren, Ngawi, East Java. Data are all information taken from documents, informants and

events in the process of the research. The source of the data in this study are events, that is the English teaching and learning process of writing at the selected classes of the SMPN 1 Widodaren in the Academic Year of 2016/2017. Informants; headmaster, English teachers, and students of class VIII. The documents used in this study are the students' data, evaluation result and any related documents; syllabus, lesson plan, media, evaluation instrument, student works, pictures, list of students' presence.

To get the data, the reseacher uses interview, observation and documentation. The interview was done with the informant from teacher, students, and the headmaster of SMP N 1 Widodaren. The researcher observed the class of writing for ten times. It was done every Wednesday and Fryday. They are on October 4, 6, 11, 13, 18, 20, 25, 27 and November 1 and 3, 2016. The observation was done in every meeting of English lesson. The researcher observed the teaching learning process in class and the students' progress in writing to get the information needed. Documentation or content analysis is the method to collect data in this study too.

In this research the researcher used triangulation to validate the data. From four kinds of triangulation the researcher used triangulation of source and method triangulation. The collected data were analysed by using interactive model proposed by Miles and Huberman.

C. DISCUSSION

The process of teaching writing to the eighth grade students of SMP N 1 Widodaren is divided into six parts. According to Fauziati (2010) there are many techniques for teaching Writing. The following are the general techniques for teaching writing which can be implemented by the teacher in SMP Widodaren Ngawi East Java are games, discussion, and drilling. The purpose of implementing these technique is to stimulate more detailed about prior knowledge in interpreting instructions of the teacher. It is also as way to make students easy to understand with the material. This activity is building up student current knowledge and teaching Writing appropriately. The techniques used by informant E and informant A in teaching Writing activities are drilling, discussion and games. It's in line with Fauziati theory's about technique of writing, such as: drilling, discussion and games.

One of the methods suggessted for developing writing skill is drilling. It is creating a repeating sentences in a classroom, or in a part, simply acting out dialogues, but also in part re-labeling objects and people in the room to prepare for an imaginative (Newmar in Fauziati, 2010:19). Drilling can help teachers expanding the classroom indefinitely and providing natural contexts for the language being used. Barrows and Zorn (1990: 227) elaborate the method of role playing and drilling may give a way to involve the whole class, encourage the students to write up without worrying of set patterns, gets them to use their imaginations, and creates an amusing atmosphere to make them forget that they are in the classroom. Fauziati (2010: 22) adds that discussion may be composed of three to five students. If such a group work is used regularly and introduced with a

careful explanation of it is propose, the class will soon accept it as a natural activity. In SMP N 1 Widodaren, the teachers expect that every student can improve the understanding the material they discussed. Perhaps, students who didn't understand can ask to their friends so it is enable to students to share their problem each other and students can teach the other students. The techniques that implemented by the teachers in SMP N 1 Widodaren was affective. The activity of drilling, discussion and games has supported the students in writing skill n their classroom. The activity aims to encourage communication, pronunciation and student's interaction. It also helps teacher to expand the classroom indefinitely and provides the natural context for the language being used. The students feel confident enough of this writing skill by having progress even need much more practice. Their pronunciation and fluency were better than before although a lot of students are still reading the paper when they are practice in front of the class.

The purpose of the teachers' in using those techniques is to improve enthusiasm and interest of the students' in writing English. The teachers always encourage students to be active in the classroom, such as: asking questions, giving opportunity to write in out of the class, discussions, share students' ideas, practice in front of the class and also motivate them to brave in the class. According Muktiono (2014) found that there is a specific purpose of teaching writing skill. The teacher always repeated the learning material if the students do not comprehend and she helped them if there is any student needed it. The researcher also found that some students in the classroom did not concentrate to study because of the classroom condition, therefore the teacher tried to confirm the

students and made them felt comfortable in the classroom then continued to the teaching learning process.

The condition at VIII grade students of SMP N 1 Widodaren was a little noisy but it would be interesting and exciting, not boring. When the teachers presented the materials to the students, most of them gave much attention although some of them also did not pay attention. The real condition in the class show that there are many studens who paid attention seriously, some others prepared their materials, some others again doing a little conversation with their closed friends. Students often made mistakes when answer questions. Almost students were passive because they did not know how to write English well in the classroom and always dominated by the clever students. The researcher tried to compare the other research. In Nguyen and Tran (2015), the finding shows that the problems of the students on the fact that they spoke was very little or not at all, the students were worried about making mistakes when they are writing English, they could not think of anything to say. The students claimed that they had no motivation to express themselves in writing class. When taking part in Writing activities, the students were shy of the attention that their speech attracted and they were fearful of criticism or losing face.

The English teacher has many roles to make the students safe, comfortable, and enjoy the teaching learning process of writing. The teachers convince that the students can do the assignment and examination successfully. They also have role to look for the ways to improve students' ability through discussion, work in pair and individually. Teacher guides them when they get

difficulties in their task's fulfilment. According to Hedge Tricia (2000: 26) the roles of the teacher are controller, assessor, corrector, organizer, prompter, resource. Based on researcher observation in the classroom and interviewing results, there are many roles of teacher in SMPN Widodaren, Ngawi, East Java. They always altered from one activity to another. Finally, the writer conclude that the role of teachers at SMPN 1 Widodaren are controller, observer, corrector, prompter, resource and assessor. The English teacher has awareness to the role in aiding student to attain their ideal objectively by enduring them continuously to study hard. It means that the major goal in the teaching of language to learner is able to communicate fluently.

Meanwhile, the students' roles in Writing activities at SMP N 1 Widodaren Ngawi East Java are first, the student is as the monitor and evaluator for his or her own progress. Student as monitor and evaluator means that the students can see how far they get understanding the material. If the students feel their result is bad, they can evaluate themselves. They can change the learning style. Activities in the classroom, the students learned their Writing skills and tried to be active in discussions with their groups. They are also able to see their score when they are active in the classroom.

Second, the student is a member of a group and learns by interacting with others. The students follow the learning process and interact one to another to discuss the task. The students try to practice what teacher instructed and always do all of the instructions given by teacher. For example: the students should perform role play

in Writing skill. It's appropriate with Johnson and Paulston theory (in Brown 1994: 7) that state students role in individualized approach to language learning are: a) the learner is a planner of his or her own learning program and thus ultimately assumes responsibility for what he or she does in the classroom; b) The learner is monitor and evaluator for his or her own progress; c) Learner is a member of a group and learns by interacting with others; d) The learner is tutor of other learners; e) The learner learns from the teacher, from other students, and from other teaching sources. It revenues that student's role is the essential thing that teacher has to pay attention in the engagement of teaching learning process. Along the observation, it is brief that students have revealed their performances through some activities given by teachers. Discussing the material, doing assignment, listening to teachers' explanation, presentation, and role-play. Being attentive and active participant and good listener encourage them to keep the role.

The problems of implementing the techniques applied in teaching Writing to the eighth grade student of SMP N 1 Widodaren, Ngawi, East Java solutions to overcome the problem in class are; first, when the class is in noisy situation, the teacher must control the students by giving additional practice and ask them to pay attention more and more. Second, when the teacher is teaching the material but the time is over, the teacher should end it and directly give a little conclusion that covers all of the materials on that day. Third, for the students having low ability in Writing English, the teacher should give a special attention and treatment to the student deeply in order to build a competence. It means that building character and competence could be started from heart to heart. Lastly, the

teacher can provide direct questions to the students in the classroom to get their attention with the material. The researcher tries to compare to other research. In the finding of the study done by Nasrollah (2014), it is stated that university EFL students regardless of their English proficiency levels used fluency-oriented strategies the least frequently. Hence, teacher has solution, like helping students improve their communicative skills and competence by using oral communication strategies in proper contexts. Particularly, teachers should highly be encouraged to provide their students with information of different types of oral communication strategies since the students may not be aware of them and the potential effectiveness of these strategies on their English learning .

Based on the interviews conducted to the teachers in SMPN 1 Widodaren, it can be concluded that the teachers have some solutions to their students. In her interview, informant A said that the teacher does not only taught the students but also gave motivations to the students in the classroom. She also gave assignment to practice their Writing English at home and always motivated their students in the teaching learning activities.

Although, in general the English teachers in SMPN 1 Widodaren can be considered as professional teachers, there are some aspects which still need to improve. The first aspect is in line with the teachers' lesson plan. Lesson plan is important in the effort of creating an effective teaching and learning activity. Therefore, they need to improve the quality of their lesson plan in order to improve the quality of teaching and learning process in the classroom.

The second aspect which needs to be improved is the variety of teaching activities provided for the students. Providing various activities for the students helps the teachers to avoid students' boredom. As found in the research findings, most of the teachers gave monotonous activity for the students. The students will be less motivated if the teachers do this in a long period of time. Since the process of teaching and learning will be more effective if the students are motivated, the teachers need to think of any possible variation in their teaching in order to maintain the students' motivation.

D. CONCLUSION

The techniques used by the Teachers at SMP N 1 Widodaren in teaching writing activities are drilling, discussion and games. The activity is aimed to encourage communication, pronunciation and student's interaction. It also helps teachers to expand the classroom indefinitely and provides natural context for the language being used. The students feeling confident about writing in having some progress even need much more practice. Their grammar and fluency were better than before although a lot of students still read the paper when they are practice in front of the class. The condition at VIII grade students of SMP N 1 Widodaren **was** a little noisy, however, it would be interesting and exciting, not boring. When the teachers presented the materials to the students, most of them gave much attention but some of them didn't pay attention. There are some studens who paid attention seriously, while others prepared their materials or do a little conversation with their closed friends. Students often make mistakes when answer questions. Almost students could be passive because they don't know how to write English

well in the classroom and always dominated with clever students. The solutions used by teachers of SMPN 1 Widodaren is the teacher does not only teach the students but also gave motivations to the students in the classroom. She also gave assignment to practice their writing English at home and always motivated their students in the teaching learning activities. The roles of teachers at SMPN 1 Widodaren are as controller, observer, corrector, prompter, resource and assessor. The English teachers have had awareness of their role to aid student to attain their ideal objectives by enduring them continuously to study hard. The proper techniques can be an alternative strategy to improve the students writing achievement. It gives some positive effects on the students' motivation, attitude, participation, friendship, and also scores.

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